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| **Unit Title: Counting and Cardinality** | **Pacing (Duration of Unit): 10 weeks** |

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| **Desired Results** |

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| **Transfer Goals (**Priority practice standards in **bold)** |
| *Students will be able to independently use their learning to:*   1. Make sense of problems and persevere in solving them. 2. **Reason abstractly and quantitatively.** 3. Construct viable arguments and critique the reasoning of others. 4. **Model with mathematics.** 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. **Look for and express regularity in repeated reasoning.** |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (**Priority Standards in **bold):**   * **PK.CC.MA.1:** Listen and say the **names of numbers** in meaningful contexts. * **PK.CC.MA.4: Count** objects and actions up to 10 one by one and count as many as 7 objects in a scattered configuration. | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   * Numbers have names. * Numbers are counted in sequential order. * Objects can be counted in order using 1-1 correspondence. * Objects can be counted in a scattered configuration and still equal the same amount. | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * Why do we have numbers? * How can numbers be counted? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** | |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  *Students will know …*   * That numbers have names. * The names of numbers from one to ten. * That numbers go in sequential order. * How objects can be counted.   Key Academic Vocabulary:   * Names of numbers from **one** to **ten** * **Count** | **Skills:** The discrete skills and process students should be able to use independently.  *Students will be skilled at:*   * Naming the numbers from 1 to 10 * Orally counting in sequence from 1 to 10 * Counting concrete objects using one to one correspondence up to 10 * Counting out a specified amount of objects * Counting concrete objects presented in a scattered configuration up to 7 |

**Resource Suggestions:**